



**MOAMA  
ANGLICAN  
GRAMMAR**

# **ANNUAL REPORT 2018**







# Our School

Moama Anglican Grammar is a co-educational Anglican School, with an open entry policy. Its mission is to provide a safe and inspiring educational environment that provides students with the skills and confidence to move forward in life. The School's core values are to: provide a safe and caring community; encourage a love of life and learning and the pursuit of personal best; and to promote Christian values and beliefs including compassion, respect, tolerance, honesty, integrity and kindness.

In addition, the School focusses on each student as an individual, seeking to assist each of them to achieve his or her potential, whilst nurturing their resilience and independence. We aim also for students to develop a strong sense of honour and excellence, caring for themselves, others and the world they live in.

The School opened in 2005 and has already established a leading reputation in terms of academic and cocurricular programs. All students are encouraged to engage with every aspect of school life from camps, through to sporting pursuits and the performing arts. Annual productions of musicals and plays are complemented by music, debating, public speaking and drama concerts.

The School operates academically as separate primary and secondary schools, although students are able to interact in the school grounds. Specialist facilities in Arts, Sciences and Technology, as well as the Resource Centre, are accessed by all year levels. ICT is provided by way of computer labs, mobile devices and interactive whiteboards. Students have school ipads from Years 5-9 and BYOD in Years 10-12.

Moama Anglican Grammar is the only educational institution in the region to offer K-12 on the one campus. This enables students to pass seamlessly across the traditional transition point of primary into secondary school. They can experience the culture of care (within the context of high standards and expectations) over their whole schooling from Kindergarten or join at another level, with Year 7 being the other common entry point.

The one campus close knit community of over 700 students results in a culture where everyone in the school is known and valued. Knowledge about each student can be passed on from year to year ensuring that students are catered for on a personal level academically, socially and pastorally.

# Chairman's Report



Moama Anglican Grammar is a Kindergarten – Year 12 learning community focussed on providing a safe and inspiring educational environment for our students. Our community is founded on Anglican traditions that aim to nurture young people to confidently enter the adult world following their secondary schooling years. The Anglican way of faith, hope and love underpins all that we do at our School to assist our students' development.

2018 commenced with the appointment of our new Principal in Mrs. Carmel Spry who we welcomed with much anticipation. She has seamlessly integrated into our Executive team, who must be congratulated on their continued leadership of our school, contributing to an inclusive and progressive environment for our students to engage in their learning and pursue their personal best.

This year we opened the new TAS (Technical and Applied Science) Building out of which we conduct our VET Primary Industries, Agriculture and Primary Science classes. In addition to the new building, the School has erected infrastructure to house our sheep and alpacas in their new pens, another exciting step for Moama Anglican Grammar.

The next 12 months are about ensuring our policies and procedures are appropriate and structured to guide us well into the future. Also the School's future Strategic Plan 2020-2025 will be finalised by the end of this year to outline our future direction. The School's financial position is very positive and tracking according to our forecasts. I'd like to convey my thanks to Brett Burdeu, our Business Manager, for his continued efforts with the business management of our School which has grown into a large business in our local community.

To the current Board Directors, I thank them for their commitment to Moama Anglican Grammar this past year, it is much appreciated. 2018 marks my last year as Board Chair and I wish to thank outgoing Board Director Greg Dwyer for his time and efforts devoted to assisting Moama Anglican Grammar over the past seven years. I wish our Principal, Mrs. Carmel Spry all the best as she continues to lead our School into the future.

To all staff, the Board thanks you for your tireless efforts and professionalism which has been instrumental in creating such a progressive school.

Our School is now entering its 15th year of service to the Echuca Moama community and surrounding areas and I believe we can all be proud of what we have achieved together. I am very confident leaving the school in such capable and caring hands.

May our future leadership continue to be strong and focussed on the continual improvement of our school to offer our young people a unique educational opportunity.

**Mr Craig Smith**

Encourage a love of life and learning and the pursuit of personal best.



# Principal's Report

Moama Anglican Grammar was founded to offer independent Anglican education to the students of the Moama/Echuca area. Strongly founded in the vision to create a safe school where all students are challenged and supported to achieve personal excellence. We seek to offer high quality teaching and learning, opportunities for developing life skills, including the development of interpersonal relationships skills within a Christian community.

During 2018 the enrolment numbers were steady at 700 students K-12. 47 students completed their HSC studies and 42 students achieved offers to Universities in a range of subject areas.

In teaching and learning our staff have focussed on developing their skills to build a culture of thinking and problem solving within the curriculum. The introduction of a Literacy and Numeracy coordinator in the Primary has supported the teaching staff to track student progress on measures of the NSW Literacy and Numeracy continuums.

In the secondary school, the NSW Stage 6 (Year 11 and 12) introduced new syllabus studies in a range of subjects and our staff have created new programs of study and have attended important professional learning to develop full and thorough understanding of these programs to ensure student support.

Our leadership team of the school also had significant change in 2018. I joined the school at the beginning of March and have worked with the Executive Team to continue to support staff, students and the community. During the year, Mrs Kathleen Kemp was appointed as the Deputy Principal of the school.

There were a number of changes to teaching staff during the year but at all times, suitably qualified and experienced staff have been employed by the school. Two long serving teaching staff resigned from the school.

The TAS (Technical and Applied Science) building was completed and students and staff moved in to use this wonderful resource to support learning in technical subjects such as Information, Processing and Technology (ICT) and woodwork and the applied sciences of Agriculture as well as Primary Industry programs in secondary and science classes for primary students. These programs continue to grow in the school.

Our community has also developed through ongoing pastoral care in both primary and secondary. The primary program of "Get Happier" based on Choice Theory has been extended into the whole primary school. In Secondary our Year Level Coordinators have continued to develop the pastoral care program and work to ensure that all students in the school are known and feel safe, physically and emotionally.

We work to deliver a balanced program that focus on academic, pastoral and co-curricular opportunities to support and promote the development of the whole person in a safe and caring community.

**Mrs Carmel Spry**  
BA, Grad DipEd, M.Ed

# Student Attendance

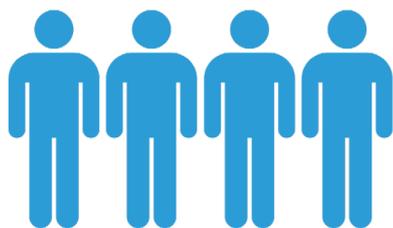
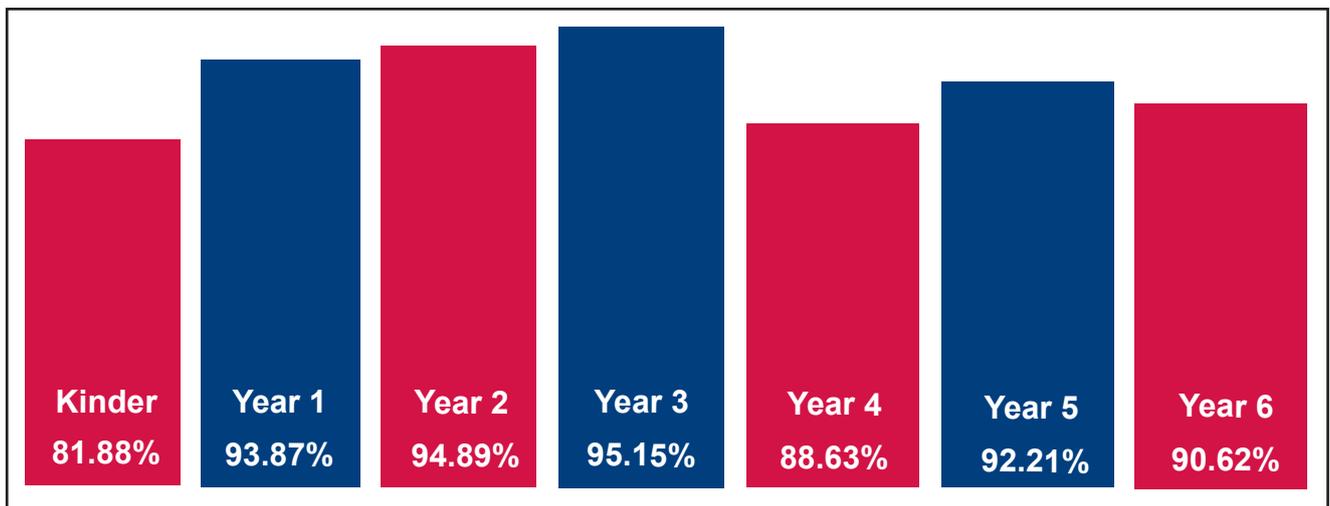
92.02%

Student Attendance rate

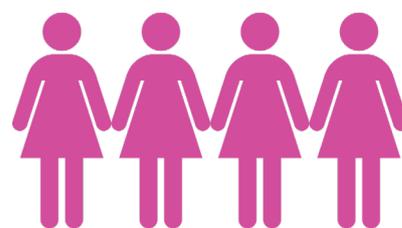
13

Average days absent per student

## Average daily student attendance - Primary

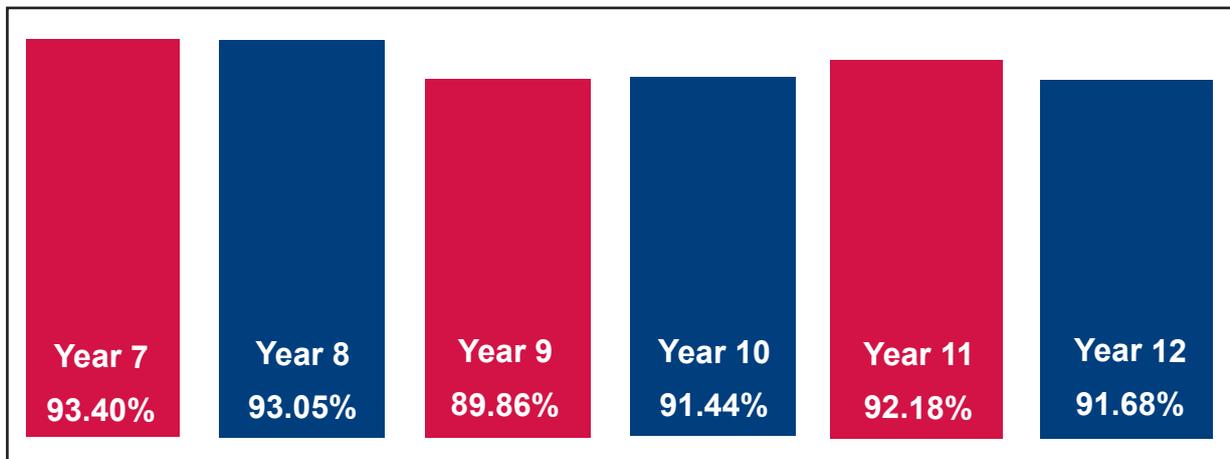


335



377

# Average daily student attendance - Secondary



## Student absence management

There are legal requirements for the School staff to be aware of the location of students each day.

Parents are requested to advise, either by telephone or email to [reception@moamagrammar.nsw.edu.au](mailto:reception@moamagrammar.nsw.edu.au), any absences prior to 9:00 am on the day of absence.

Emails from parents / guardians are deemed to be the required "written notification".

Students absent from the school for one or more days are to bring written notification with them on their return, signed by a parent/guardian, if the School has not already received notification, via reply to the electronic documentation sent by the school or other written communications. i.e. email or Absence Slip or written explanation.

## Retention rates

Last year saw retention decrease, with 69% of the 2016 Year 10 cohort complete Year 12 in 2018.



# NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. The chart below displays average NAPLAN scores for each domain. Moama Anglican Grammar's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	462	444	450	473	438
Year 5	542	490	534	522	510
Year 7	554	531	559	552	568
Year 9	592	581	598	582	621

Selected school's average when compared to schools with similar students is:

- Substantially Above
- Above
- Close To
- Below
- Substantially Below



# HSC Results

Course	Number of Students in Cohort	School HSC Examination Mark Mean	State HSC Examination Mark Mean	School/State Variation
Agriculture 2 unit	4	79.8	71.39	8.41
Ancient History 2 unit	10	72.66	72.76	-0.1
Biology 2 unit	22	76.65	74.09	2.56
Business Studies 2 unit	9	74.53	73.62	0.91
Chemistry 2 unit	16	67.11	74.82	-7.71
Community and Family Studies 2 unit	8	84.13	72.01	12.12
Design and Technology 2 unit	3	72.27	77.91	-5.64
Drama 2 unit	3	75.33	77.71	-2.38
Economics 2 unit	3	71.73	76.25	-4.52
English Advanced 2 unit	5	84.52	80.6	3.92
English Standard 2 unit	43	73	68.66	4.34
Food Technology 2 unit	7	71.8	72.91	-1.11
History Extension 1 unit	4	34.13	38.85	-4.72
Italian Continuers 2 unit	2	87.2	78.93	8.27
Legal Studies 2 unit	4	70.85	75.05	-4.2
Mathematics Extension 1 2 unit	8	72.88	79.29	-6.41
Mathematics General 2 2 unit	33	72.84	69.92	2.92
Mathematics 2 unit	11	81.62	78.2	3.42
Modern History 2 unit	7	76.46	73.88	2.58
Music 1 2 unit	3	83	81.5	1.5
Personal Development, Health and Physical Education 2 unit	18	78.04	72.29	5.75
Physics 2 unit	8	68.1	73.18	-5.08
Society and Culture 2 unit	4	77.2	76.74	0.46
Visual Arts 2 unit	5	76.96	79.8	-2.84

## 100%

of students in Year 12 attaining a Year 12 certificate or equivalent

## 4%

of students in Year 12 undertaking Vocational or Trade Training

## Tertiary offers to students by field

Science	15%
Health & Human Services	32%
Arts	22%
Commerce	7%
Law	12%
Computing	2%
Engineering	10%

## 87%

HSC students who submitted preferences to study at a tertiary institution (VTAC)

## 100%

students who submitted preferences and received an offer to study at a tertiary institution (VTAC)

# Staff Information

**\$1698**

Was spent on Professional Development per staff member.

Staff attended Professional Development activities for accreditation.

Activities included:

Schools Leading, Learning

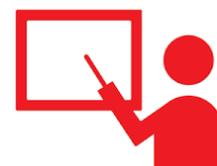
Positive Education

HSC Syllabus Updates

Pastoral Care

SEQTA

First Aid



31% Male

69% Female



Teaching staff: 65

Full-time equivalent teaching staff: 62

Nonteaching staff: 32

Full-time equivalent non-teaching staff: 22

All current teaching staff are fully accredited with NESAs.

## Staff Qualifications

17% Masters

83% Bachelor degree

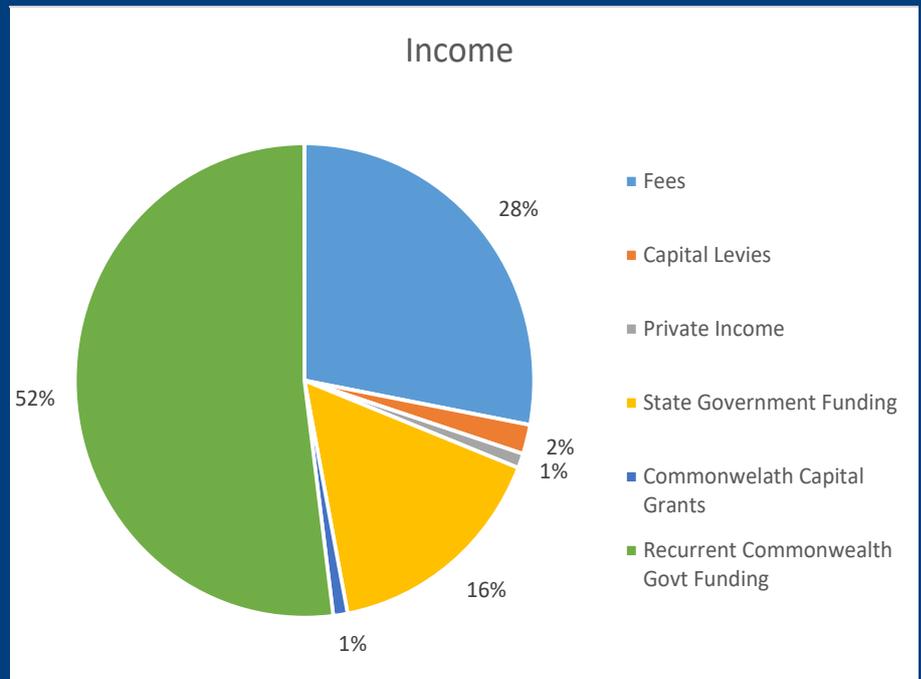


# Financial Overview

## School Income

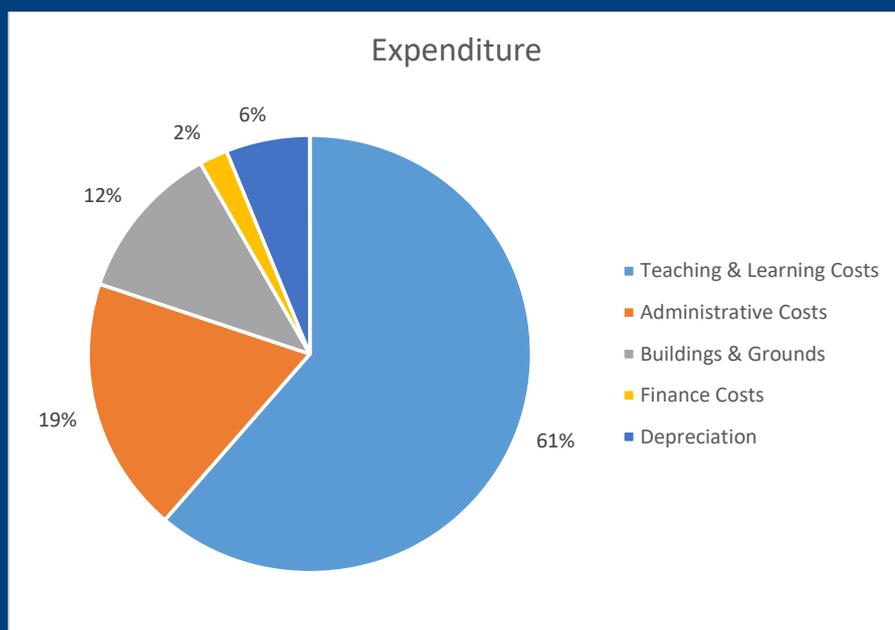
The the three main sources of income include:

- State Government Funding
- Recurrent Commonwealth Govt Funding
- Fees



# Financial Overview

## School Expenditure



The main areas of expenditure are:

- Teaching and Learning
- Building and Grounds
- Administrative Costs
- Finance Costs
- Depreciation



# Parent, Student and Staff Satisfaction

Our school engages with students, staff and families on a regular basis, with honesty and integrity at the centre of all of our communications. We have an active Parents & Friends association who meet monthly and are involved in various activities across the school as well as providing a formal channel for feedback. Newsletters are distributed fortnightly and provide updates on the successes of our students along with important school information. Our high levels of student retention are an indication of the strong relationships we develop with all of our families.

Pastoral care and student wellbeing is a focus across the school, with a formal program for Years 7-12 and an emphasis on personal development and wellbeing in the Primary, including the ongoing expansion of the “Get Happier” project. Formal and informal feedback from students is that they find these programs enriching and that they assist in their overall academic and personal development.

Feedback is regularly sought from staff in relation to all aspects of the school, including staff wellbeing, program structure, opportunities for professional development, ongoing infrastructure requirements and development of our next strategic plan (due for completion in 2019). By engaging with staff and ensuring that feedback is acted upon where appropriate we create an environment which fosters collaboration and increased job satisfaction.



## School Policies

The School has a number of policies relating to various areas of staff and student welfare.

- Anti-Bullying
- Behaviour Management
- Child Protection
- Complaints Handling
- Community Code of Conduct (Updated 2017)
- Electronic Communication
- Pastoral Care
- Privacy
- Student Counselling and Wellbeing

These policies were reviewed at the end of 2018 and a decision was made to have them available via a new online platform, CompliSpace. Ready to be accessed mid 2019.

# Enrolment Procedure

Parents interested in enrolling a child at Moama Anglican Grammar are advised that the School uses the following procedure for processing of applications:

## 1. General Enquiry

An information pack is provided on request.

## 2. Application Process

(i) Parents are to complete and return the enclosed blue enrolment application form (or apply online) together with a cheque or money order for \$50 (being the non-refundable application fee).

(ii) This application registers your child for the enrolment process which begins in the year prior to your child's proposed entry. The School will contact you early in the year (February/March) to arrange an interview with the Principal (or delegate). It is important to note that payment of the application fee does not guarantee your child a place.

## 3. Interview

Either or both parents or guardians should attend this interview with their child.

(i) In order for the Principal to make an informed decision on the appropriate placing of your child, the following items need to be brought to the interview. The Principal will not offer a place until these items have been sighted, and may have to postpone the interview until such time as the items requested are available.

- A copy of Birth Certificate or passport and visa details (if applicable).
- Any Court Orders or legal documents applicable to your child.
- A recent photograph of your child (head & shoulders), suitable for scanning to our database.
- A copy of any progress reports or most recent semester report provided by the preschool (or school) to date.
- A copy of most recent NAPLAN results (if applicable).
- Some samples of your child's preschool (or current school) work.
- Completed student pre-enrolment interview writing and drawing form.
- Anything else you think would assist the Principal to understand the needs of your child. (i.e. competition certificates/results, awards etc.).
  - Please note - In order for the Principal to conduct a fair interview without interruption or distraction it is School Policy that younger siblings do not attend this interview.
- Special Needs (Gifted or Learning Difficulties) – It is important to note the enrolment of a child with special needs is considered on the same basis as any other applicant. The School must know of any special needs before enrolment so that an accurate determination may be made of whether the School is able to reasonably meet those needs. Failure to disclose special needs may result in the school not being able to adequately cater for the welfare and education of that child and of the other children enrolled at the School. The following needs to be brought to the interview.
  - Copy of up to date reports generated by a consultant, specialist or psychologist or any other professional supporting the child.
  - Details of any medication taken regularly.
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## 4. Enrolment Offers

(i) Places at the School are offered at the discretion of the Principal. The following criteria are among those used to determine allocations:

- The ability of the applicant, or the applicant's family, to support the Moama Anglican Grammar core values and to contribute to the School programs. This will be judged, amongst other things, by reference to school reports, an interview with the candidate and parents/guardians, and by confidential reference.
- The award of a scholarship or bursary.
- The attendance of siblings or step siblings at the School, providing all conditions of admission to the School are adhered to.
- Other family connections with the School.
- Date of application.

- (ii) It is anticipated that offers of a place for the following year would be made by the end of June. If you are placed on a waiting list, your child's name would be held until further places are available. Please note that being placed on a wait list does not mean your child's application has been rejected, nor does it mean a guaranteed offer of a place during the next round of offers.
- (iii) All children with enrolment applications received after initial offers would be interviewed and placed on a waiting list until subsequent offers are made. It is anticipated that this round of offers would be in October/November of the year preceding enrolment.

**5. Acceptance of Offer**

On receipt of the letter offering your child a place, you are required to pay the \$1000 enrolment fee to secure the place. \$200 of this fee is non-refundable. The remaining \$800 is credited to tuition fees after minimum 12 month enrolment as outlined in the Fee Schedule.

**6. Fees**

Board policy states that a term's fee is to be paid in the October preceding commencement at Moama Anglican Grammar. Fees are always charged one term in advance. Invoices are forwarded one month prior to due date. Please note that fees and charges are non-refundable if you decide not to proceed with enrolment.

**7. Withdrawal of enrolment**

The Principal may require the removal of a student from the School as a consequence of a serious breach of discipline or if, in the Principal's sole discretion, this is necessary for the good order or reputation of the School.





MOAMA  
ANGLICAN  
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*- Honour and Excellence -*

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